

UW-WHITEWATER AUDIT & REVIEW 2001-2002

LEADERSHIP MINOR

DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE, AND AEROSPACE STUDIES

I. Academic Assessment

A. Highlights/Initiatives

Overview

The Department of Leadership, Military Science, and Aerospace Studies offers three interdisciplinary programs for students in all four colleges at the University of Wisconsin Whitewater. First program is the Leadership Minor (Civilian Option). This is an interdisciplinary minor for students desiring instruction, practical experience and credentials in leadership. The courses studied provide students with the specialized leadership knowledge and training required to be a successful manager or supervisor and is universally applicable across a broad spectrum of professions. Students enrolled in any major would find this complementary minor a valuable credential in high demand by future employers. The second and third options are the Leadership Minor for Army and Air Force (Military Option). In addition to the description above, students enrolled in the United States Army and Air Force Reserve Officers' Training Corps (ROTC) and who are pursuing commissions as second lieutenants while attending the university will normally pursue this option..

Academic Assessment Initiatives

Initiatives for the upcoming review period include the following:

- Cadre will ensure use of the Leadership Development Program as a means of assessment. The department will develop new methods of collecting, analyzing, and maintaining assessment data over an extended period of time.
- The cadre will review and revise the exit survey questions to align them with the revised Cadet Command assessment and curriculum goals.
- Cadre will continue to solicit outside input from Army and Air Force ROTC Command chains and UW-Whitewater Army ROTC graduates.
- Cadre will continue with end of course critiques but will analyze data over several years to determine trends.

B. Educational Objectives and Assessment Techniques

The Department of Leadership, Military Science, and Aerospace Studies provides quality instruction to undergraduate students seeking a interdisciplinary minor applicable across a broad spectrum of academic studies and professions, and provides the same quality instruction for undergraduate and graduate students seeking a commission in the United States Army and Air Force.

The specific program objectives/goals are:

(Civilian / Military Minor)

To develop knowledge and enhance skills required to become an effective leader in the Army-Air Force and / or the civilian sector.

To be an active and contributing department providing service to the university and community

To develop an appreciation for and an understanding of ethics as it pertains to the leader and the organization.

To provide comprehensive leadership assessment to students based on observation during practical application of instruction.

To provide a challenging program that builds self-confidence.

(Military Minor)

To commission the future officer leadership of the United States Army and Air Force.

To attract quality students into the commissioning program sufficient to meet the Army and Air Force's needs.

To increase the number of ROTC scholarship recipients enrolled in the University each year.

To retain all qualified students contracted into the commissioning program.

To assure commissioning candidates are proficient in skills required to be evaluated as part of the top 1/3 of students at the National Advanced Leadership Training (Fort Lewis, Washington) and Air Force Summer Field Training.

Subject Matter (Military Science I -Freshman Course) is assessed by:

- A. Curriculum Revision by Army ROTC Cadet Command
- B. Course Critiques
- C. Alumni Surveys

Subject Matter (Military Science II -Sophomore Course) is assessed by:

- A. Curriculum Revision by Army ROTC Cadet Command
- B. Course critiques
- C. Alumni surveys
- D. Exit surveys from the student leaders participating in the Leaders Training Course.

Subject Matter (Military Science III – Junior Course) is assessed by:

- A. Curriculum Revision by Army ROTC Cadet Command
- B. Course critiques

- C. Alumni surveys
- D. Exit Surveys from the student leaders participating in the National Advanced Leadership Camp.

Subject Matter (Military Science IV - Senior Course) is assessed by:

- A. Curriculum Revision by Army ROTC Cadet Command
- B. Course critiques
- C. Alumni surveys

Subject Matter (Foundations of the USAF - Freshman Course) is assessed by:

- A. Curriculum revision by Air Force ROTC
- B. Course critique
- C. Alumni surveys

Subject Matter (Evolution of Air and Space Power - Sophomore Course) is assessed by:

- A. Curriculum revision by Air Force ROTC
- B. Course critique
- C. Alumni surveys
- D. Course critiques completed by cadets attending AFROTC Summer Field Training

Subject Matter (Leadership Studies - Junior Course) is assessed by:

- A. Curriculum revision by Air Force ROTC
- B. Course critique
- C. Alumni surveys

Subject Matter (National Security I Prep for Active Duty -Senior Course) is assessed by:

- A. Curriculum revision by Air Force ROTC
- B. Course critique
- C. Alumni surveys

Skills (SK) are assessed by:

Basic Course: (Military Science I and II Courses / Civilian & Military Option)

- A. Students assessments using the Leadership Development Program (LDP) and the Student / Cadet Evaluation Systems (SCES).
- B. Using the Leadership Assessment Program (LAP).
- C. Completion of the Leaders Training Course (Military Option).
- D. Participating in Military Conditioning classes.
- E. Participating in Military Leadership Laboratories.

Advanced Course: (Military Science III and IV Courses / Civilian & Military Option)

- A. Students assessments using the Leadership Development Program (LDP) and the Student /Cadet Evaluation Systems (SCES).

- B. Using the Leadership Assessment Program (LAP).
- C. Completion of the National Advanced Training Camp (Military Option).
- D. Participating in Military Conditioning classes.
- E. Participating in Military Leadership classes.
- F. Exit surveys and Interviews
- G. Employer and alumni surveys

Air Force Leadership Laboratory (Freshman-Senior)

- A. Cadets assessed using knowledge-level exams
- B. Cadets are evaluated on leadership and management of the Cadet Corps
- C. Cadets' physical fitness is assessed every semester.
- D. Cadets attending AFROTC Summer Field Training are evaluated on 30 Performance Factors ranging from communication skills to field leadership.

B. Assessment Data

PURPOSE. To establish procedural guidance for the execution of the Leadership Development Program within the Department of Leadership, Military Science, and Aerospace Studies.

GENERAL: Our leader development process is grounded in the principle that WE TRAIN TO STANDARDS. Training is a cycle of activity (e.g., train, evaluate, counsel, retrain, reevaluate) that momentarily ends only when we have achieved established standards. Evaluation is a fundamental part of training--it lets both instructors and students know when and to what degree they are successful. It is for this reason that we have adopted the phrase "We train and evaluate to develop leadership." The phrase applies on the UW-Whitewater campus and at Cadet Command's Leaders Training Course (Fort Knox, Kentucky), National Advanced Leadership Training Course (Fort Lewis, Washington), and Air Force Summer Field Training. An indispensable feature of evaluation is the process of assessing growth and development. The Department of Leadership, Military Science, and Aerospace Studies' assessment tools are counseling opportunities and the leadership assessment process within the Leadership Development Program. Students are counseled, developed, and their progress assessed throughout their student leader's experiences. The program of instruction is designed to develop the students' leadership skills and continually assess their officership (military) and leadership style (civilian) potential. We provide sequential and progressive experiences (classroom and field-environment), which challenge the student mentally and physically. As the student progresses, expectations of his / her performance increase, as the instructors continues assess and counsel the individual student.

UNIQUE NATURE OF LEADERSHIP TRAINING. Much of the training we engage in may appear similar to that conducted in the United States Army / Air Force. However, it is not the same. Our training is weighted toward leadership development. The difference is that the operation provides us conditions to develop leaders whereas an Army / Air Force-level operation is focused on unit readiness. For us, strict adherence to Army - Air Force technical / tactical techniques and procedures and perhaps even tactical mission accomplishment are secondary to our primary objective—leader development.

LEADERSHIP DEVELOPMENT PROGRAM (LDP).

Purpose. The purpose of the LDP is to develop leadership in a variety of training environments and evaluate potential to lead soldiers. The LDP is an integrated system of

leadership simulations designed to predict success as a manager in the civilian sector or an officer in the United States Army or Air Force.

Features of LDP. The assessment process within the Development Program has been standardized throughout the Army and Air Force ROTC Commands and is based on the following features:

(1) **Standardized Assessment Technology.** Following the basic dictates of assessment technology, each camp and campus program assesses using the prescribed process and leadership dimensions (Chapter 6, Cadet Command Reg 145-3). Each designated assessor is trained in the LDP technology and its applications and should practice the individual LDP skills whenever possible. The prescribed Cadet Command LDP report forms are used to document performance and potential.

(2) **Individual Focus.** The focus of LDP is on the individual assessment of student leadership ability and potential. The aim of the program is to develop cadets to their maximum potential. Students are carefully assessed each time they are placed in leadership positions. When not leading, they are assessed as followers. Leadership opportunities provide practical applications in the exercise of leading and caring. It is under such conditions that individual growth and development are maximized. Growth and development are documented and measured for each student against established LDP performance indicators and not in terms of cadet against peer. Each cadet is provided timely, focused developmental feedback. Student's performance is thoroughly documented through maintenance of individual student files, which contain appropriate performance information (e.g., Job Performance Summary Cards, Cadet / Student Evaluation System worksheets, and the Cadet / Student Evaluation Report).

(3) **Developmental Feedback.** The key to student /cadet in leadership skills and dimension performance is in positive developmental feedback. Each time a cadet's performance is assessed, notable strengths and weaknesses are addressed and specific means for improvement are discussed in detail. Depending on the nature of the assessment scenario, the assessor can provide either formal or informal feedback. Common methods of feedback include written test scores, performance test results/scores, all counseling sessions, coaching, encouraging and individual or team after action reviews.

(4) **Structured Leadership Opportunities.** LDP utilizes structured leadership opportunities (pre-specified leadership positions) to ensure that every cadet / student is provided equal opportunity to demonstrate tactical / non-tactical leadership skills. Leadership positions are based on the number of leadership opportunities available.

(5) **Assessor Qualification.** UW-Whitewater Army and Air Force ROTC instructors come to the university with significant technical, tactical, and leadership experience. Initial leadership assessment training from the School of Cadet Command (Army) and Academic Instructor School (Air Force) and subsequent on-the-job training (OJT) directed by the Professor of Military Science complements this experience. The Leaders Training Course (Fort Knox, Kentucky) and the National Advanced Leadership Camp (Fort Lewis, Washington) evaluation staff provides course orientation and evaluation and assessment training to cadre assigned as Tactical Officers / Non-Commissioned Officers. Committee evaluators are trained on evaluation / assessment process focused on their specific responsibilities for a particular committee. Other course(s) instructors receive varying amounts of assessor training based on their assigned positions.

(6) **Peer Ratings**, The utility of peer assessments as a part of the LOP lies primarily in the developmental feedback they provide to student leaders. The Professor of Military Science and both Leaders Training Course, National Advanced Training Camp, and AFROTC Field Training Encampment's tactical staff employ peer assessments to confirm instructors / cadre assessments.

(7) **Link to Evaluation and Accessions**. Cadet performance at the Leaders Training Course / National Advanced Leadership Camp / Field Training Encampments and on campus is linked to evaluation and cadet / student management decisions (e.g., civilian employment, commissioning). In addition, the complete record of student / cadet performance / potential on- campus and at camp is fully documented on the Student / Cadet Evaluation Reports and entered into the cadet's accessions packet (military option).

Student / Cadet Evaluation System (SCES). As cadet performance and development is linked to evaluation, it is important for every cadre member on campus and at camp to keep a clear idea of the impact of event scores and assessment results on the Student / Cadet Evaluation System (SCES). The campus and National Advanced Leadership Camp Evaluation Systems are listed below:

(1) On-Campus CES (Military and Civilian Options)

EVENT(S)	MAXIMUM POINTS
Academic Grades	1,000
Professor of Military Science (PMS) Evaluation: PMS Leadership Dimension Summary Ratings	600
University /ROTC Activities / Other Activities	100
ROTC Course(s) Grades	100
Performance /Potential Assessment (Rater)	100
Leader Potential Assessment (Senior Rater)	50
Field Leadership Reaction Course /Military Leadership Labs	50
TOTAL	2,000 points

(2) National Advanced Leadership Camp CES (Military Option).

EVENT(S)	MAXIMUM POINTS
Military Proficiency	
APFT (Army Physical Fitness test)	100
Land Navigation	100
BRM (Basic Rifle Marksmanship)	N/A
Leadership	
FLRC (Field Leadership Reaction Course)	40
TAC (Instructors) LDP (Leadership Development Program) (Leadership Positions)	180
Committee LDP Leadership Positions	180
TAC (Instructors) Dimension Summary Ratings	300
Performance/Potential Assessment	100
TOTAL	1,000 points

LDP Requirements.

(1) Military Science I (Freshman) and Military Science II (Sophomore) Years (Civilian and Military Option). It is in the first two years of the ROTC Program that the Professor of Military Science (PMS), Professor of Aerospace Studies (PAS) and / or the Assistant Professor of Military Science (APMS) integrates the student / leader into the Leadership Development Program. The PMS designs a counseling program to ensure that all MS I and MS II student leaders receive developmental counseling, each semester, from either an upper class student leader or a member of the Army ROTC instructional staff. (One such method is to have MS IVs (Seniors) and MS IIIs (Juniors) counsel underclass student leaders.) While the PMS may adjust this scheme to fit his / her school and circumstances, all counseling will be quality controlled, both in form and content, by the Army / Air Force ROTC instructional staff.

(2) Military Science III (Junior) Year (Military Option Only). From the standpoint of training, assessment, and leadership development, this is the most intensive year of a student / leader's ROTC experience. It is, in effect, a campus and camp leadership laboratory. It is in this year, as the student / leader prepares for and attends the National Advanced Leadership Camp / AFROTC Summer Field Training, that performance and potential data becomes a part of permanent evaluation record and part of the cadet accessions packet.

(3) **The MS IV Year.** Junior Officer / Student Leader Development Support Form / Officer Evaluation Report Support Form/Officer Evaluation Report. As a culmination of both the leadership assessment and counseling processes, MS IV cadets, with help from members of the Army ROTC instructional staff, will prepare both an Officer / Leader Development Support Form and a Junior Officer / Leader Development Support Form. The PMS / PAS will counsel cadets on their performance based on these support forms. The PMS will complete an Officer Evaluation Report for each MS IV cadet during the last semester of the MS IV year.

SECTION II – Military Science I and II: COUNSELING

REFERENCE. The basic reference for counseling is Appendix C of FM 22-100 (Leadership Manual). This manual is in the Training section of the Cadet Command Home Page, <http://www-ROTC.monroe.army.mil>. It should be readily available to instructors and student / leaders alike in every university sponsoring ROTC. This appendix focuses clearly on the procedures and tools for sound developmental counseling and culminates with clear guidelines for completing the General Counseling Form (DA Form 4856).

2. INTEGRATION OF MS I AND MS II STUDENT LEADERS INTO THE LEADERSHIP DEVELOPMENT PROGRAM. Developmental counseling is the means through which we integrate cadets into the leadership development process. Toward that end, PMS / PAS will design and execute a counseling system wherein MS IVs counsel MS IIIs, who counsel MS IIs, who in turn counsel MS I cadets. If this general model does not fit battalion structure or resources, the PMS / PAS will adjust to ensure that all MS I and II student leaders receive developmental counseling from either upper class cadets or an Army / Air Force ROTC instructional member. The intention is for cadets to develop counseling skills they will need as Army leaders. In all student-to-student counseling sessions, instructors will monitor for quality control of both form and content as well as to assist student leader in developing counseling skills and techniques. MS I and II student leaders will be counseled twice during each academic year. The basis for the counseling-- and the focus for development will be the 23 leadership dimensions. These are the 23 leadership dimensions:

Values

Loyalty	Selfless Service	Honor
Duty		Integrity
Respect		Personal Courage

Attributes

Mental
Physical
Emotional

Skills

Conceptual
Interpersonal
Technical
Tactical

Influencing

Communicating
Decision Making
Motivating

Operating

Planning/Preparing
Executing
Assessing

Improving

Developing
Building
Learning

D. Program Improvement Resulting from Assessment Efforts

Army

LDRSHP 110/120: Military Science I (Introduction to Military Science I & II).

Critique results and a Course After-Action Review (AAR) class (Spring 2000) from students enrolled in this class (78 students) were discussed collected prior to the last two weeks of the course and the final authentic assessment activity. Results indicate that 92% of the respondents liked the small group exercise (Group Information Briefing) at the final portion of the class for the semester. However, 72% of the students recorded that they preferred more instruction on the outside than in the classroom. 91% of the students viewed the instructors very knowledgeable about the subject matter.

LDRSHP 210 / 220: Military Science II (Basic Leadership I & II).

Critique results and a Course After-Action Review class (Spring 2000) from students enrolled in this class (89) were discussed and collected prior to the last two weeks of the course and the final authentic assessment activity. Results indicate that 82% of the students preferred group discussions / exercises than instructions. 93% of the students viewed the instructors knowledgeable about the subject matter.

LDRSHP 310 /320: Military Science III (Advanced Leadership I & II) & LDRSHP 410 /420: Military Science IV (Applied Leadership I & II)

No assessment data for the Military Science III and IV courses except through the Army ROTC Leadership Development Program. However, the Department will be contacting the University Assessment Committee to assist the department to develop an assessment measures to improve our program and help design an assessment model that our department may use when collecting data for our historical records and future audit and review reports.

Air Force

LDRSHP 101 and LDRSHP 201 (Freshman and Sophomore Course)

End of course critiques for Fall 2000 and Spring 2001 revealed 90% of students wanted to see occasional videos and other multi-media presentations. As a result, we now incorporate videos or video clips in 20% of the lesson plans for both classes. Additionally, we've integrated PowerPoint presentations in over 90% of the lesson plan of both classes. Many students also thought the course material for the LDRSHP 101 class was "somewhat dry." We channeled the inputs to Headquarters (HQ), Air Force ROTC (many other AFROTC programs did the same). HQ, AFROTC totally revised the curriculum for the Fall 2001 Semester. We should see positive comments from students on the end of course critiques concerning the new curriculum.

LDRSHP 301 and LDRSHP 401 (Junior and Senior Course)

End of course critiques for Spring 2000 revealed over 85% of students wanted more guest speakers. As a result, every fall semester we bring in a panel of speakers to speak to students. Also, HQ, Air Force ROTC revised completely the lesson plans for the LDRSHP 401 Class for the Fall 2001 Semester. End of course critiques for the Fall 2000 semester indicated students wanted more interaction with students from the Madison campus. We now have students driving from Madison each week to provide the interaction. We also ensure Whitewater students can attend all major AFROTC events at Madison and at least once a year we bring all the Madison students to the Whitewater campus.

A. Information Shared with Constituencies

The Department of Leadership, Military Science, and Aerospace Studies is currently providing this assessment information from Spring Semester 2001 to students, staff, advisory boards, etc. This information is available and briefing to students / cadets at counseling sessions, new cadre orientation, and on-campus days. We are planning to meet with the University Assessment Committee to give the department new ideas of using the assessment process more useful to the students, university officials, and the community as a whole.

II. Strategic Purposes and Performances

A. Centrality

Relationship to the University Mission

The Department of Leadership, Military Science, and Aerospace Studies programs support the UW-Whitewater Strategic mission by providing an interdisciplinary opportunity that aligns very closely to the program in letters and sciences, the arts, business, and education. In support of the University diversity 2008 plan of seeking racial and ethnic diversification of the student body, the Department always actively recruits minority students about opportunities in the program.

Department Relationships with other programs

Students pursuing a leadership minor receive a broad-based liberal education through study in the College of Business and Economics, Arts and Communication, Education, and Letters and Sciences. A relationship is maintained with the Departments of History, Philosophy / Religious Studies, English, Foreign Languages, and Health, Physical Education, and Recreation. These departments teach required courses for the leadership minor or the commissioning program. Other departments teaching elective courses are Communications, Mathematics and Computer Science, Political Science, Psychology,

Sociology, Educational Foundations and Counselor Education, Management, Business Education, and Office Administration.

Commissioning requirements include courses in written communications skills, human behavior, military history, computer literacy and math reasoning. Scholarship students have an additional requirement in foreign languages. These requirements apply whether or not the leadership minor is pursued. The strength of the Department of Leadership, Military Science, and Aerospace Studies comes from the diversity of courses required in both its leadership minor and commissioning programs. More specifically, leadership application and leadership assessment are program strengths of the Department.

B. Goals and Objectives

Army. The following goals have been established for SY 01-02. First, we will continue to increase the number of contracted cadets from 6 to 10. Our second goal is to secure scholarship for 2 of the 4 additional cadets. The third goal is to continue to expand visibility of the Army ROTC program on campus through participation in mainstream faculty and student organization activities. Fourth, we want to increase faculty and staff awareness of the Army ROTC program in order to improve the applicability of the Army ROTC courses towards elective credits in other majors (i.e. Leadership Minor). Our goals for the upcoming years are very optimistic based on enrollment figures and other key indicators. Since the Department has fallen below our original goals, we are expected to increase recruiting efforts and reestablish our recruiting goals by the end of school year 2002. This will increase our involvement in University activities and ultimately continue to assist in meeting enrollment goals. Our basic goal to produce outstanding commissioned officers to serve our country has never diminished.

Air Force. The following goals were established for Academic Year 01-02. First, we wanted to continue to increase the number of cadets and students participating in AFROTC. Our goal was to have at least 25 total students enrolled in our program and at least 15 cadets pursuing an Air Force commission. We exceeded both goals--32 total students and 23 working toward a commission. We have set similar goals each year since starting the program in 1996 and have exceeded them each year. Our second goal was to have at least four cadets on scholarship with the Air Force. An aggressive recruiting effort paid dividends...eight cadets on full tuition scholarships. Additionally, we hope to add a new officer that will spend at least 3 days a week on the Whitewater campus starting May 2002. The officer will generate additional awareness. Our bottom line objective is similar to the Army program. To produce leaders and commissioned officers for the United States Air Force.

C. Trend Data

Number of students enrolled each fall for each of the past 5 years. (Data provided from the University's fact book.) - Appendix C

Leadership Minor (Civilian and Military Options)

Number of Minors					Percentages				
1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
28	22	33	26	13	1.13	0.89	1.33	1.04	0.52

Minors					Number of Degrees				
94-	95-	96-97	97-98	98-99	94-95	95-96	96-97	97-98	98-99

95	96								
47	33	28	22	33	12	12	14	13	5

D. Demand for Graduates (Military Option)

Army. Numerous opportunities exist in the United States Army for a student leader who wishes to pursue a graduate degree on active duty. Officers who apply for any of the programs below must have a strong manner of performance and meet all required qualifications.

Programs available to senior Captains through Lieutenant Colonels:

- Fully Funded Graduate School (i.e. Georgia Institute of Technology)
- United States Military Academy Instructor Program.
- Cooperative Degree Program (i.e. Working with a major corporation / GE, General Dynamics, Microsoft)
- Harvard / Office of the Deputy Chief of Operations Fellowship Program
- Congressional Fellowships
- White House Fellowships
- Olmstead Scholarship

The key factor in determining an officer's eligibility for an Advanced Civil Schooling program is the officer's manner of performance (potential for promotion). If an officer does not have a strong manner of performance, he / she will not be competitive for any of these programs.

The following information is concerning with the Military Option students. Deputy Chief of Staff Personnel Office (DCSPER) accession policies ensure the active Army does not lack for second lieutenants. However, the reserve components (i.e. Army Reserve / Army National Guard) are critically short of second lieutenants. The National Guard Bureau (NGB) has attempted to increase production using state Officer Candidate School (OCS) programs and direct commissions. From 1997 to 2000, state OCS programs produced 807, 808, 850, and 879 lieutenants, respectively. National Guard Bureau offered direct commissions to 300 soldiers and the USAR to 254 soldiers during FY 00. In spite of these efforts, the reserve component is 6000 lieutenants short of requirements (see Table 1 below)

Table 1. ROTC Second Lieutenants Accessed for RC (FY 1996-2001)

FY	RC Total	ARNG	USAR
1996	1520	797	723
1997	725	505	220
1998	462	308	152
1999	406	260	146
2000	229	153	76
2001	491	340	151

The critical shortage of second lieutenants in the reserve components means that starting 2004, 800 Second lieutenants will automatically be sent to the reserve components. Based on current Productions and past active duty requirements.

Demographics of the commissioning class of 2000 describe the type and background of the lieutenants the Army is currently producing. The class of 2000 is categorized by gender,

race / ethnicity, academic discipline, percentage on scholarships, prior military service, number with families, percentage produced by school type, and the number of progression students / cadets versus lateral entry cadets. Table 2 (National Statistics- below) below shows increased female and minority participation in the program. Academic discipline and percentage of students / cadets on scholarship have held relatively steady.

Air Force. The Air Force is currently experiencing a shortfall of active duty second lieutenants. Through a new One Year Program, AFROTC was able to alleviate the shortage. However, for FY 03, the Air Force is over 400 cadets short in the pipeline. The only commissioning source flexible enough to produce additional officers at this time is AFROTC. Currently, the demand for AFROTC graduates is high. AFROTC is tasked to produce approximately 2000 officers each year. Our program produces an average of 17 officers each year with 2-3 of those graduating from UW-Whitewater. Some of our previous Whitewater graduates have gone on to pilot training, space / missile officer jobs, scientific analyst positions, and aircraft / missile maintenance officer positions.

Commission Profile Trends (Nationally)

	1995	1996	1997	1998	1999	2000
Sex						
Male	83%	82%	81%	79%	78%	79%
Female	17%	18%	19%	21%	22%	21%
Race						
Caucasian	82%	80%	77%	75%	74%	73%
African-American	11%	11%	11%	13%	13%	12%
Hispanic	4%	5%	6%	6%	7%	7%
Other	3%	4%	6%	6%	6%	8%
Academic Discipline						
Generalist	46%	48%	50%	53%	55%	52%
Technical/Management	20%	18%	20%	19%	20%	21%
Physical Science	16%	15%	14%	12%	12%	13%
Engineer	13%	13%	11%	10%	8%	9%
Nurse	5%	6%	5%	6%	5%	5%
Scholarship % of Commission						
Scholarship	62%	65%	65%	65%	69%	67%
Nonscholarship	38%	35%	35%	35%	31%	33%
Grade Point Average (GPA)	2.99	2.92	3.04	3.07	3.09	3.09
Number of Commissionees	(3963)	(4259)	(4120)	(3587)	(3281)	(3180)

Commission Profile Trends (UW-Whitewater Army ROTC)

	1996	1997	1998	1999	2000	2001
Sex						
Male	78%	100%	75%	80%	75%	100%
Female	22%	0%	25%	20%	25%	0%
Race						
Caucasian	89%	100%	86%	100%	100%	100%
African-American	11%	0%	14%	0%	0%	0%
Hispanic	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%
Academic Discipline						
Generalist	44%	63%	75%	80%	100%	100%
Technical/Management	44%	37%	25%	20%	0%	0%
Physical Science	12%	0%	0%	0%	0%	0%
Engineer	0%	0%	0%	0%	0%	0%
Nurse	0%	0%	0%	0%	0%	0%
Scholarship % of Commission						
Scholarship	22%	13%	63%	80%	25%	100%
Nonscholarship	78%	87%	37%	20%	75%	0%
Grade Point Average (GPA)	3.09	2.94	3.13	3.39	2.76	3.23
Number of Commissionees	(9)	(8)	(8)	(5)	(4)	(2)

Commission Profile Trends (UW-Whitewater Air Force ROTC)

	1996	1997	1998	1999	2000	2001
Sex						
Male	0%	100%	100%	50%	75%	100%
Female	0%	0%	0%	50%	25%	0%
Number of Commissionees	(0)	(1)	(2)	(2)	(3)	(2)
(Other data not available)						

E. Location Advantage

A very close relationship exists between the UW-Whitewater Department of Leadership, Military Science, and Aerospace Studies and other ROTC programs found in Wisconsin, Iowa, Minnesota, and Northern Illinois. Specifically, these colleges and universities bring their students together with consolidated resources to conduct a large field study in leadership each spring semester. Up to three other joint leadership oriented, cooperative field studies are planned and conducted each year with one or more colleges or universities.

The Department conducts an annual compliance visit to the Junior ROTC (JROTC) Program at Beloit Memorial High School, Beloit, WI. Assistance is provided regularly in the area of administrative and logistical management. Also, Beloit Memorial High School JROTC program is invited and encouraged to participate in Department sponsored activities. (i.e. Veterans Day Program).

F. Comparative Advantage

Innovations in the Department of Leadership, Military Science, and Aerospace Studies programs have been widely recognized within the ROTC community. This reputation for sound, progressive programs has resulted in requests for the export of program content to Marquette University, UW -Stevens Point, UW -Oshkosh, and UW -LaCrosse. On a broader scale, the 90 colleges and universities that comprise the Second ROTC Region have been beneficiaries of UW-Whitewater developed initiatives. Program highlights have also been presented at faculty orientation courses the Army teaches for each newly assigned faculty member from the 180 other colleges and universities that offer Army ROTC around the Nation.

Each year assistance is sought by the United States Military Academy and United States Air Force Academy for the administration of local area high school students' application processing at UW-Whitewater.

Beloit Memorial High School JROTC program have sought to participate in UW-Whitewater sponsored activities such as Field Leadership Reaction and Orienteering Courses on campus. Also, they have called on the Department's expertise to assist in administrative, logistical, and training management issues.

The Department of Leadership, Military Science, and Aerospace Studies contacts top local-area high school seniors to come to the campus to compete for four-year scholarships. At the same time, the faculty is able to highlight the benefits of a UW-Whitewater education. These students are class valedictorians and salutatorians, varsity letter winners, class officers, National Merit Scholars, yearbook editors, etc. 2, 3, and 3.5 years scholarship opportunities

have attracted several students to UW-Whitewater from other southern Wisconsin universities.

Area high schools solicit Departmental presence during career fairs and to make presentations at financial aid seminars.

The Department of Leadership, Military Science, and Aerospace Studies has two major internship experiences. These are the Leaders Training Course and the National Advanced Leadership Camp. First, the Leaders Training Course is an intensive 5 week training experience for college students unable to meet the basic course requirements on campus. The Leaders Training Course is the Army's 2-year ROTC Program entry point. Through the Leaders Training Course, students without ROTC Basic Course (Military Science I and II courses) experience can examine the Army without incurring an obligation, and qualify for Advanced Course (Military Science III and IV - Only for Military Option students) entry. The Army observes these students and determines their officer potential in a leadership oriented, challenging, and motivating 5-week training program. A successful camp begins with recruitment of quality students who have a desire to learn about ROTC and an Army Officer career. Training during camp educates, challenges, motivates, and demonstrates to the student the demands and rewards of being an Army Officer. The Leaders Training Course is the student's and the Army's vehicle for determining future ROTC involvement. The course philosophy is based on an action-oriented training plan. Emphasis is hands on, outdoor training with rapid, constructive feedback to the cadet. Above all else, the Leaders Training Course is a leadership experience. The training program is designed to inspire students to become outstanding leaders with a sound understanding of traditional leadership values. At the Leaders Training Course, students are trained to lead and develop their officer leadership potential.

The second internship experience is the Army ROTC National Advanced Leadership Camp. The National Advanced Leadership Camp is the most important training event for an Army ROTC student leader or National Guard Officer Candidate. The 32-day camp incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. National Advanced Leadership Camp tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations.

The camp places each cadet and officer candidate in a variety of leadership positions, many of which simulate stressful combat situations. In each position, student leaders are evaluated by platoon tactical officers and noncommissioned officers. In addition to proving their leadership ability, cadets and officer candidates must meet established standards in physical fitness, weapons training, communication, combat patrols and demonstrate their proficiency in many other military skills. Cadets and officer candidates must excel at camp to be considered competitive for a commission as an Army officer.

Over 4000 Army ROTC cadets and National Guard Officer Candidates from throughout the nation will attend the ROTC National Advanced Camp. The camp will consist of 12 training cycles with the first cycle beginning in June and the last cycle graduating in August.

One special aspect of the National Advanced Leadership Camp is the Regimental Affiliation Program. Each cadet regiment is affiliated with an established and honored Army Regiment. The cadet battalions adopt the honors, lineage and heraldry of their respective active regiments. The purpose of the program is to infuse each cadet with regimental esprit de corps and pride.

G. Community Impact

ROTC has conducted several community services for the university and the local community. Last semester, Army and Air Force ROTC conducted a joint Veterans' Day ceremony for veterans of the surrounding communities. The program has provided several color guards for special events (i.e. Home Football Games). Cadre members have addresses service organizations, assisted local Army Reserve and National Guard units, and presented at high school job fairs and financial aids seminars. Also, the Army ROTC along with the UW-Whitewater Student Government Association are planning to conduct a SafeWaik program for the students on campus. As for full-time cadre members on campus, they will participate in several university-sponsor organizations (i.e. Optimist Club) and apply five committee positions when they come available.

Justification for Minor Continuation

The Reserve Officers' Training Corps Program and its leadership minor courses provide an important opportunity and career option (Civilian or Military) for college students.

Most importantly, ROTC provides 71 percent of the officer leadership for the Active Army, Army Reserve, and National Guard. Developing and educating these officers on college and university campuses provides the Nation's professional educators ownership in the National Defense Establishment. They participate in a very direct and meaningful way in shaping and developing the values, ethics, and knowledge of military leaders.

Leadership education and experience is highly valued by the business community. This knowledge, which is available through the Department of Leadership and Military Science places UW-Whitewater in a position to offer its graduates the competitive edge in the job market. The high propensity for students majoring in business to enroll in leadership courses supports the need to sustain the leadership and military science program opportunities.

Scholarship programs for two, three, three-and-a-half, and four years are available to undergraduates and graduate students through ROTC. Presently, three UW-Whitewater students are receiving these scholarship benefits which include full tuition (resident or non-resident), \$500.00 in annual book fees, and up to \$3150.00 annual subsistence allowance, and required laboratory fees.

H. Strategic Planning

The Leadership Minor Program will produce leaders of character, each with a breadth of perspective formed by the variety of experiences inherent in college life. Students from this source of instructions / commission will bring experiential, ethnic, and cultural diversity to the country's civilian leaders / officer corps because of the rich experiences and opportunities available to them as they undergo college life. These students will have demonstrated a capacity for scholastic, athletic, and leadership excellence. They will be confident of their ability to be competent leaders because of the rigor of their training in and out of the classroom. They will be committed to serving our country in any capacity they serve to choose (Civilian or Military).

Implementing an Active Mentoring Program

Direct, positive, personal instructor / cadre involvement in student developmental counseling has a direct relationship to keeping students involved and energized regarding ROTC and ensuring that they reach their civilian / commissioning goals. Cadet Command

and HQ AFROTC has a well-developed, mature Leader Development Program. Fundamental to this program are the coaching and counseling tools used to develop and shape the process. This process builds on observing, coaching, assessing, and providing constructive feedback to the students to allow them to improve themselves. To ensure this program continues to evolve and improve, Cadet Command will reexamine the program and the related tools and skills resident in campus cadre. The focus of this evaluation is to further develop and enhance the ability of cadre to adapt and mold this important retention tool to individual cadets. Instructors will be equipped to examine the student's performance in the context of the college environment--not just in the ROTC setting. This program provides cadre the skills and knowledge to better analyze and assess individual issues and factors that drive the students away from the Leadership Minor.

Curriculum. Cadet Command will refocus its curriculum to emphasize leadership development, management styles / officership, the role of the military in American society, values and ethics, communication skills, problem-solving skills, military history, teamwork, etc. At present, approximately 90 percent of a student-athlete-leader's on-campus training is devoted to individual military skills and tactics instruction and the remaining 10 percent to leadership topics. The revised curriculum increases the time devoted to leadership topics to one-third of the available hours. This curriculum gives cadets a superior understanding of the Army as a profession, including the opportunities for personal and professional fulfillment that service to country offers. The new curriculum will be available for the SY 02-03. HQ AFROTC revises all curriculum each year to ensure AFROTC students get the most-up-to-date course material available.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

Army. All cadre members have a college degree or higher and are taking the School of Cadet Command course to instruct Army ROTC classes. All instructors use the latest in instructional technology to achieve interest in the subject matter being instructed. (i.e. Powerpoint presentation / Role Playing Exercises (Group and Individual), and Group Discussion. Two of our permanent faculty members and four Army Reserve instructors teach freshmen and sophomore level courses to include military conditioning and labs. Once a week, UW-Madison faculty members teach Junior and Senior level courses. The department will have two more part-time faculty members assigned to us around November 2001. Students and faculty members interact in many activities including the Fall Military Ball, Fall and Spring Semester Award Ceremonies, Social Picnics, Field Training Exercises at Fort McCoy, Wisconsin, and Veterans Day ceremonies.

Currently, we have five (5) African American cadre members, one (1) Hispanic cadre member, and (5) female cadre members out of a total cadre amount of 14. (This total is between UW- Whitewater and UW-Madison Army ROTC works out of UW-Madison.) The Assistant Professor of Military Science (UW-Whitewater Faculty member), Training Non- Commissioned Officer, and the Administrative / Scholarship Non-Commissioned Officer are African American. The acting Training Non-Commissioned Officer is Hispanic. Also, the Professor of Military Science and three Army Reserve instructors are female. See Appendix F – Table of Faculty and Staff.

Air Force. All instructors have at least an undergraduate degree--most have advanced degrees. All instructors have attended the Air Force Academic Instructor School. The unit commander and Co-Chair (Lieutenant Colonel Doug Denney) teaches both the freshman and sophomore classes. Major (select) Paul Johnson teaches the junior class and supervises

the Leadership Laboratory. Captain Rick Hargrave teaches the senior class. Only officers have contact with students in the classroom environment. We have a total staff of three officers and two enlisted; however, we have a total of (20 years) of AFROTC experience. Currently, we have no minority or female instructors on staff. Most instructors have operational command experience, allowing them to bring an operational perspective to the education and training environments. Many of our education and training programs have been benchmarked for other AFROTC programs across the Nation.

B. Teaching and Learning Enhancement /Research and Other Scholarly / Creative Activities

The unique nature of the Department of Leadership, Military Science, and Aerospace Studies places time demands on the faculty that precludes research activity. Frequent Departmental field study activities routinely require the commitment of 100% of the faculty. For example, from May 2000 to May 2001, 7 major weekend events are sponsored and coordinated by the Department. Additionally, all faculty members travels each summer for eight to twelve weeks to either the Leaders Training Course (Kentucky), the National Advanced Training Camp (Washington), or AFROTC Field Training Encampments where they support instruction.

The responsibilities of the Department as an academic entity responsible to the University are compounded by tremendous workload from and responsibility to the Army / Air Force. For example, administrating cadet payroll and scholarships; controlling university and military resources efficiently; responding to the numerous personnel, logistics, and training reports; and operating within three computer networks (University / Army / Air Force), adds substantial workload to all faculty members. Departmental priorities must be necessity focus on teaching first followed by service to the University.

In the absence of research, turnover of faculty in the Department after 2 to 4 years of service assures technical proficiency in the latest generation of military systems and competency in the practical application of the civilian / military leadership model.

Anticipated Curriculum Changes

The entire Departmental curriculum is currently being revised during SY 02-03. The new and revised courses will be offered during the SY 02-03. A continuing effort to gain acceptance of the Leadership Minor throughout the entire University will be made to assure students the freedom of choice of academic programs; particularly one with such broad application as leadership.

C. External Funding

The Department of Leadership, Military Science, and Aerospace Studies is primarily funded by the Department of Defense to include salaries for active-duty and Reserve component cadre members, travel expenses for student activities, vehicle maintenance, and additional student materials. The University / College of Education provides the university budget for salaries for our administrative assistant, office furnishings, office automation equipment maintenance, etc.

D. Professional and Public Service (Full-Time Staff)

Major Anthony B. Ducksworth
-Veterans of Foreign Wars
-United States Armor Association

- Association of the United States Army
- The Retired Officers Association
- National Guard Association
- Wisconsin Army National Guard Association
- Advisor / UW -Whitewater Paintball Club
- Advisor / UW-Whitewater Student Military Organization
- Advisor / UW-Whitewater SafeWalk Program

Sergeant First Class William Gilmore

- Association of the United States Army

Staff Sergeant Ricky A. McCant

- None

E. Resources for Students in the Program

Budget Allocations. See Appendix E.

Students per Instructor(s). See Appendix F.

F. Facilities, Equipment, and Library Holdings.

Current Facilities and Capital Equipment.

All Department facilities are located in Salisbury Hall on the first and fourth floors. One storage room for miscellaneous supplies is located in McCutchan Hall. Existing facilities are adequate to provide offices for faculty storage of supplies and equipment, and classroom for instruction for both current and projected enrollment.

The extensive supplemental use of facilities in the Williams Center and Roseman Hall enables the Department of Leadership, Military Science, and Aerospace Studies to support required instruction. Also, the recent purchase of 2 new Dell Optiplex GX 400 computers and 1 more Dell on requisition will greatly improve the multimedia capabilities for the students and the cadre members.

The rifle ranges located in the Fort Atkinson and Whitewater National Guard Armory will enable the Department to start up the University Rifle Club, as well as preparing Leadership Minor (Military Option) students for the Leaders Training Course and the National Advanced Leadership Camp. These facilities will greatly enhance the Departmental support of marksmanship instruction.

Needed Additional Facilities.

The one facility lacking at UW-Whitewater that is critical to support instruction and recruiting efforts is a rappelling tower. The Department used to instruct the popular Basic Mountaineering and Rappelling dual course with the Department of Health, Physical Education, and Recreation. Between 100 and 130 students enroll each fall semester. Local availability of a rappelling tower would provide for the proper transition from basic instruction to more challenging instruction. A tower would also enable the Department to expand the course and to provide demonstrations during various campus activities (i.e. On-Campus Days). A rappelling tower normally stands 35 feet in height and consists of a

platform supported by four poles anchored into the ground. The cost of such a tower has not been determined.

Library Resources.

The Department has aggressively pursued the task of upgrading library holdings on leadership and military science subjects. Allocated funds for library acquisitions have been efficiently expended over the past 4 years. Army procured resources are available in the Department of Leadership, Military Science, and Aerospace Studies. These holdings are extensive and include commercial and government printed texts, videotapes, CDs, and training support packages.

Special Resources.

Course technical instructional materials are available for many Leadership Minor specific subjects. These are available at no cost to the Department or the University. Students are issued these materials at no cost on both a temporary and permanent basis

Appendices

The following appendices must be included as attachments to the self-study:

Appendix A: Program APR(s)

Appendix B: Audit and Review Evaluation Report from Last Review

Appendix C: Trend Data included from the University's Fact Book (*Not included—is found on p. 10 of the self-study*)

Appendix D: Table of Faculty and Staff

Appendix E: Budget Allocations (1994-2001)

Appendix F: Students per Instructors: By Section (1995-2001)

DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE, AND AEROSPACE STUDIES

APPENDIX A

PROGRAM APR(S) – LEADERSHIP MINOR

MINOR - 21 UNITS

1. Complete one group of courses for either Civilian Leadership, Military Leadership-Army, or Military Leadership-Air Force

A. LDRSHP 210, LDRSHP 211, LDRSHP 220, and LDRSHP 221

B. LDRSHP 310, LDRSHP 320, and LDRSHP 420

C. LDRSHP 301, LDRSHP 302, LDRSHP 401, and LDRSHP 402

2. LDRSHP 410 and PHIL PHILSPHY 410

3. Select 3 units from courses (Behavioral)

PHILSPHY 261, PSYCH 211, SOCIOLOGY 140, or INTRAUNV 246

4. Select 3 units from courses (Historical)

HISTORY 390, HISTORY 392, and HISTORY 401

5. Select 3 -6 electives units from courses

MANGEMNT 310, MANGEMNT 419, MANGEMNT 428, MANGEMNT 486, EDFOUND 212, EDFOUND 483, LDRSHP 101, LDRSHP 102, LDRSHP 110, LDRSHP 111, LDRSHP 120, LDRSHP 121, LDRSHP 122, LDRSHP 123, LDRSHP 201, LDRSHP 202, LDRSHP 240, LDRSHP 311, LDRSHP 321, LDRSHP 330, LDRSHP 411, LDRSHP 420, LDRSHP 421, LDRSHP 440, SPEECH 240, SPEECH 242, SPEECH 247, SPEECH 327, HISTORY 307, PHILSPHY 245, PHILSPHY 281, RELIGST 351, POLISCI 351, POLISCI 421, PSYCH 104, SOCIOLOGY 355, or SOCIOLOGY 380.

6. Unique Minor Requirement – 3 Units

Select 3 units from courses

BSEDCNA 353, ENGLISH 370, and ENGLISH 372 RLS

**AUDIT AND REVIEW SELF-STUDY
DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE,
AND AEROSPACE STUDIES
1996-97**

I. GOALS AND OBJECTIVES

ARMY

Discussion of goals and accomplishments for the past year. The University of Wisconsin-Whitewater Army ROTC program lost its independent status in 1995 as a result of the drawdown of Army forces worldwide and a subsequent reduction of ROTC units nationwide by 30%. UW-Whitewater was chosen to participate in this reduction due to a failure for three successive years to produce 15 commissioned officers. The program had been in a probationary status since 1994

Currently the Army ROTC program continues at UW-Whitewater in a cross-enrolled status with its parent or host unit, the University of Wisconsin-Madison. Only one Noncommissioned officer remains at UW - Whitewater in a permanent status. The Professor of Military Science and the Training Officer commute to UW- Whitewater to teach upper level courses. Administration and logistic support is also a UW-Madison responsibility. This severely limits the ability to function as a normal department. Quality instruction remains the absolute priority. Numbers of students enrolled has not diminished due to the reorganization but the severe reduction has affected the department's ability to carry out the administrative and social responsibilities of a normal department.

Our goal is to re-establish an independent program at UW-Whitewater. We are achieving a level of success in this regard. Hopefully, the Army will recognize this success and reward it with additional staff and faculty members. Our enrollment goals for the program here at UW - Whitewater include 100 Freshmen, 75 Sophomores, 15 Juniors, and 10 Seniors.

AIR FORCE

Discussion of goals and accomplishments for the past year. The Air Force ROTC program started in Fall 96. During SY 95-96 a program contract was signed by sponsors at both UW-Madison and UW-Whitewater which allowed the Air Force ROTC staff from Madison to begin the administrative and logistical processes needed to initiate a cross-town program at Whitewater. The Air Force ROTC curriculum was subsequently processed through both the College of Education and the University Curriculum Committees. Coordination with the Registrar's office assured initial publication of the program in the Undergraduate Bulletin and the Fall 96 Timetable. The remainder of the year saw the Air Force representatives recruiting interested students to attend the Summer 96 Field Training Encampment, a critical step in the successful start of a program in Fall 96. Three individuals successfully competed for selection to Field Training camps. All "stand-up" administrative and logistical goals were met for SY 95-96.

II. CENTRALITY

ARMY/AIR FORCE

The Department of Leadership, Military Science, and Aerospace Studies support the UW-Whitewater select mission by providing interdisciplinary opportunities to all students. Leadership management skills are fundamental to healthy student self-development and apply to all programs in letters, sciences, the arts, as well as in business and education. In support of the University core mission of seeking racial and ethnic diversification of the student body, the Department actively recruits and sustains a minority enrollment that exceeds that of the University.

III. FACULTY AND STAFF CHARACTERISTICS

ARMY

As stated previously, the staff on campus consists of one campus employee and one non-commissioned officer. The remainder of the staff are based in Madison and travel to Whitewater to accomplish administrative, logistic, and instructional duties. The normal assignment for military faculty is three years. Though this severely limits continuity, it ensures that the latest technical, tactical and leadership philosophies of the Army are applied to the ROTC program. Additionally, military faculty must report to both the University and the Army. They are therefore responsible for a wide range of activities including payroll for cadets, scholarship recruitment and selection, controlling both university and military budgets and responding to numerous personnel, logistic and training reports required by the Army. Two separate computer networks, University and Army, are required to successfully accomplish the mission. Personnel from UW-Madison, along with the UW- Whitewater provided secretary, are responsible for these activities.

AIR FORCE

The Air Force members of the Department deal with similar challenges: majority of staff based off campus; internal student financial and scholarship program management; resource management; and operation of multiple computer networks (Air Force, UW- Whitewater, UW-Madison). Likewise, the Air Force shares the single campus employee, but no Air Force personnel are permanently assigned to campus. All teaching members of the staff are commissioned officers, holding at least a Masters Degree. One staff member will be replaced this summer as a result of retirement. A new military staff member with equivalent credentials has already been identified by the Air Force and is expected to report for duty mid-summer 97.

IV. TEACHING AND LEARNING ENHANCEMENT

ARMY

The strength of the Leadership and Military Science program comes from the diversity of courses required in both its leadership minor and commissioning programs. In addition, leadership application and leadership assessment are program strengths of the Department.

AIR FORCE

In this day and age, teaching leadership, particularly military leadership, demands an extraordinary grasp of current events, an understanding of the political environment and legal issues regarding human resource management, and a perspective on world issues. The Air Force staff has attempted to meet these challenges in various ways, including recent participation in Human Relations and Equal Opportunity Treatment training, a UW-Madison sponsored "Wake-up Call" on changing employer requirements in the workplace, subscription to a wide variety of professional journals, and participation (including written and oral presentations) at the USAF Quality Symposium in Montgomery, Alabama.

V. RESEARCH AND OTHER SCHOLARLY/CREATIVE ACTIVITIES

ARMY

The unique nature of the Department of Leadership and Military Science places time demands on faculty that precludes research activity. Frequent Departmental field study activities routinely require the commitment of 100% of the faculty's time. From September 1996 through May 1997 ten major weekend events are sponsored and coordinated by the Department. Additionally, all but one faculty member travels each summer for eight to twelve weeks to leadership camps in Kentucky and Washington where they support instruction. This year the Professor of Military Science, LTC Christianson, led a staff ride and an in depth battle analysis tour of Chickamauga. Students from both UW-Madison and Whitewater participated in this event. LTC

Christianson has authored numerous articles on military history and has recently provided articles that will appear in the "*Oxford Companion to Military History*", and the "*Army Encyclopedia of Military History*", both scheduled for publication in 1997.

AIR FORCE

Likewise, the nature of the Air Force ROTC program, as well as its sources of funding, prevents the standard pursuit of research and academic activities. Though staff members do participate in a wide range of supplemental training activities during the summer months, these are all military in nature and support the requirements of the commissioning program directly.

VI. PROFESSIONAL AND PUBLIC SERVICE

ARMY

Department support of community activities has taken several forms. Numerous color guards have been supplied to support both University and area community activities. Annually, the Department conducts a Veterans' Day Ceremony for the University and the community. Faculty have addressed service organizations, assisted local Army Reserve and National Guard units, and presented at high school job fairs and financial aids seminars.

AIR FORCE

This new program has established goals of creating either a separate Air Force Color Guard, or pursue a "joint" effort with the Army program to create a bi-service activity. Our ability to expand in this area is directly related to the growth of the program membership. .

VII. CURRICULUM

ARMY

Extensive opportunities for the application of classroom leadership instruction is a program strength. Complementing these opportunities is the comprehensive Leadership Assessment Program (LAP), which applies a standardized assessment technology focused on the individual. It provides developmental feedback to students regarding 16 leadership dimensions and includes an integrated system of leadership simulations designed to predict success as a leader. The basic and advanced leadership camps held each summer provide an intense period of instruction, application and assessment as a supplement to on-campus leadership instruction. These unique features provide unparalleled opportunity for students to develop as leaders while pursuing their undergraduate or graduate degrees.

AIR FORCE

The new Air Force curriculum consists of eight separate courses, and a core lab that is required with each course. The curriculum stresses leadership, management, personal growth, military history, and national security issues. Though the courses do contribute to the Minor discussed in Appendix A, their primary purpose is to meet the requirements to earn a commission as a second lieutenant in the United States Air Force.

VIII. ASSESSMENT/STUDENT OUTCOMES

ARMY/AIR FORCE

Appendix A Leadership Minor Program Assessment Update

IX. DEMAND FOR GRADUATES

ARMY

ROTC provides 75 percent of the officer leadership for the Army, Army Reserve and National

Guard. The U.S. Military Academy and Officer Candidate Schools provide the remainder. In the last three years students who have requested active duty have more than a 90% selection rate. Those that do not go on active duty participate as officers on the Army Reserve or National Guard. Individuals who seek Reserve or Guard assignments are generally accommodated and not required to go on active duty against their desires. Developing and educating these officers on college and university campuses provides the nation's professional educators ownership in the National Defense Establishment. They participate in a very direct and meaningful way in shaping and developing the values, ethics, and knowledge of military leaders.

Leadership education and experience is highly valued by the business community. This knowledge which is available through the Leadership and Military Science program places UW-Whitewater in a position to offer its graduates the competitive edge in the job market. The high number of business students enrolled in leadership courses supports the need to sustain the leadership and military science program opportunities.

AIR FORCE

Approximately 99% of Air Force ROTC program graduates will start full time military service on Active Duty within 60 days of graduation (the remaining 1 % will *volunteer* to go to a Guard or Reserve unit). Approximately 65% of Air Force officer requirements come from the ROTC programs (the majority of the balance being satisfied by the Air Force Academy). Approximately 80% of Air Force job fields are not degree specific, i.e. individual employability is not necessarily dictated by their degree. All of these numbers reflect an extremely stable, full time employment picture for UW-Whitewater graduates who complete Air Force ROTC.

X. RESOURCES FOR MAJORS AND MINORS

ARMY/AIR FORCE

Army and Air Force resources are extensive and included commercial and government printed texts, videotapes, and training extension course packages. Military technical instructional materials are available for many military specific subjects. These are available at no cost to the Department or the University. Students are issued these materials at no cost on both a temporary and permanent basis.

XI. ACCREDITATION

ARMY/AIR FORCE

Not applicable.

XII. FACILITIES, EQUIPMENT AND LIBRARY HOLDINGS

ARMY/AIR FORCE

The staffs of the Army and Air Force programs have negotiated the joint use of the existing facilities allocated to the Army. All Department facilities are located in Salisbury Hall on the first and fourth floors. One storage room for miscellaneous supplies is located in McCutchan Hall. Existing facilities are adequate to provide offices for faculty, storage for supplies and equipment, and classrooms for instruction for both current and near-term projected enrollment.

XIII. LOCATION ADVANTAGE

ARMY/AIR FORCE

No significance.

XIV. COMPARATIVE ADVANTAGE

ARMY

Other universities within the University of Wisconsin System offer military science and leadership programs. They include UW-LaCrosse, UW Oshkosh, UW-Madison, and UW-Stevens Point. Similar programs can also be found at Marquette University. ROTC Programs teaching leadership and military science courses are found in all surrounding States. There are six programs at colleges and universities in Minnesota, five in Iowa, eight in Michigan, and twelve in Illinois. UW-Whitewater is the only state school currently cross enrolled (under the responsibility of the UW Madison). Ripon, St. Norbert, and Marion are crossed enrolled under UW-Oshkosh.

AIR FORCE

The UW- Whitewater campus offers the Air Force an academic environment receptive to military leadership training and students potentially interested in military service. By the same token, the Air Force then offers the university a high quality training program, complete with financial assistance options and post graduation employment placement, at virtually no cost to the university.

XV. COMMUNITY IMPACT

ARMY

The Adjutant General of the State of Wisconsin and his staff, as well as area Major Army Reserve Commands, are vitally interested in the UW-Whitewater ROTC and leadership programs. Many students and graduates are providing the officer leadership necessary to direct units within their organizations.

AIR FORCE

After the academic program has been fully established, community impact issues can be addressed. To date, the appearance of the Air Force Band of the West from Scott AFB, IL, in a free concert on campus is the only notable community impact.

XVI. EXTERNAL FUNDING

ARMY

External funding is provided by the Department of the Army.

AIR FORCE

External funding is provided by the Department of the Air Force.

XVII. TREND DATA

ARMY

Eighty-seven (87) officers have been commissioned into the United States Army, Army Reserve or National Guard over the past five years (including 1995). The annual breakout is as follows:

<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
22	24	13	14	14

AIR FORCE

There is no trend data to report for this new program.

APPENDIX A

LEADERSHIP MINOR PROGRAM ASSESSMENT UPDATE

SUBJECT MATTER OBJECTIVES

All students pursuing a Leadership Minor {civilian or military} are assessed while they participate in the Leadership Reaction Course {LRC} and Leadership Laboratories. The other assessment opportunities identified in the original program assessment are also being successfully accomplished. The LRC will provide more opportunities to evaluate each individual student. We are also receiving Academic Efficiency Reports on most of our graduates who complete their Officers Basic Course. The LRC replaced the Leadership Evaluation Exercise {LEE} during SY 94-95.

COGNITIVE DEVELOPMENT OBJECTIVES

All students are being assessed during the Military Ethics portion of the course by papers on case studies and essay questions on examinations. Additionally, the Military Option Leadership Minor students complete and are assessed on an Ethics research paper.

SKILL OBJECTIVES

I personally verify that each Military Option Leadership Minor student is assessed and proficient in each of the 97 Military Qualification Standards I {MQS I} basic leader common tasks prior to these students being commissioned as Second Lieutenants. The civilian option students participate in these tasks also during the Leadership Laboratories and are assessed in some of these tasks.

USE OF ASSESSMENT INFORMATION TO DATE

Although no major deficiencies have been identified in our program assessment has helped to fine tune some of our requirements. The largest change has been to combine the basic and advance laboratories to allow all students a greater opportunity to practice and be assessed as leaders.

LEADERSHIP MINOR PROGRAM OBJECTIVES/ASSESSMENTS

1. SUBJECT MATTER OBJECTIVES.

Each Leadership Minor student should know his or her leadership strengths and weaknesses using the 16 dimensions of the Leadership Assessment Program (LAP) as a framework.

ASSESSMENT TECHNIQUES: Each student pursuing a leadership minor (civilian or military option) will be assessed using the clinical observation format in at least two different practicums - the Leadership Reaction Course (LRC) and Leadership Laboratory. Further assessment will occur through performance/product formats that include at least two research papers and one information briefing. Students pursuing the military option will be assessed in at least 14 additional practicums which will include two or more LRC; four or more leadership laboratories: two leadership simulations (In-Basket Exercise and Scheduling Exercise); four field training exercises; one required leadership camp (4 days); and one national leadership camp (6 weeks). A follow-up instrument in the form of an Academic Efficiency Report will be written on all graduates with the Leadership Minor (Military option) within one year after departing UW-W. This report is prepared by the Officers Basic Course faculty and a copy is returned to UW-W as feedback on the proficiency of our graduates,

2. COGNITIVE DEVELOPMENT OBJECTIVES

Each Leadership Minor student should be able to analyze cases using moral reasoning, ethical decision-making, the morality of leadership and followership, and legitimate avenues for moral dissent.

ASSESSMENT TECHNIQUES: Students will be assessed using the performance product format on a series of case studies assigned as research papers and essay questions on examinations.

3. SKILL OBJECTIVES

Each Leadership Minor (Military Option) student will accomplish each of the 97 Military Qualification Standards I (MQS I) basic leader common tasks to standard prior to commissioning. *NOTE:* Students pursuing the Leadership Minor (Civilian Option) will be assessed in some of the MQS I tasks,

ASSESSMENT TECHNIQUES: The varied nature of the MQS I tasks requires a similar variety of assessment formats. Assessment of each task will be under the conditions and according to the standards and performance measures stated in the training objective for each task. Each task will be assessed at least once. Many tasks will be assessed more than once using more than one format. As a minimum the MQS I tasks will be assessed during clinical observations and with anecdotal records from local, regional, and state leadership practicums and camps. The performance / product format (research papers and speeches) and related response formats will be used in the classroom, leadership laboratory and during leadership practicums for many tasks,

4. USE OF ASSESSMENT INFORMATION

- a. The 16 leadership dimension provide a framework through which program curriculum and instruction can be refined. As common weaknesses in one or more dimensions are identified and/or as a format is determined to be deficient for assessment, changes are implemented.
- b. Student proficiency measured in the Various assessment formats will provide the feedback necessary to refine the curriculum and instruction and to assure an adequate foundation in morality and values enabling effective moral reasoning and decision-making.
- c. The MQS1 task assessment provides a unique opportunity to measure the effectiveness of the program curriculum and instruction with objective data for similar programs throughout the State of Wisconsin, a nine state region and

nationwide. This external data and the data collected internally enables program refinement by reallocating time/resources or changing assessment formats.

DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE, AND AEROSPACE STUDIES

APPENDIX D

TABLE OF UW-WHITEWATER ARMY ROTC CADRE

<u>Full-Time Staff</u>	<u>Position</u>	<u>Degree(s)</u>	<u>University / College</u>
Major Anthony B. Ducksworth	Assistant Professor of Military Science	BS in Business Administration Enrolled – MS in Management	Alcorn State University American Military University
Sergeant First Class William Gilmore	Senior Enlisted Instructor	BS in Computer Science Will enroll in Jan. 02 – MPA	Trinity College UW-Whitewater
Staff Sergeant Ricky A. McCant	Administrative / Scholarship Non-Commissioned Officer	BS in Business Administration Enrolled – MS in Bus. Admin.	Upper Iowa University Central Michigan University
Barb Klitz	Administrative Assistant		
Part-Time Staff			
Lieutenant Colonel Donna L. Williams	Professor of Military Science (UW-Madison)	BS in Business Economics MS in Business Administration	Ripon College Golden Gate University
Major Michael D. McColgan	Training Officer	BS in Civil Engineering	Norwich University
Captain Robert A. Schleicher	Assistant Professor of Military Science	BS in Aerospace Engineering	Boston University
Captain Lydia A. Schleicher	Assistant Professor of Military Science	BS in Biology	University of Alabama
Captain Jennifer F. Bantner	Assistant Professor of Military Science	BA in Economics	Dartmouth College
Captain Mitch Walsh	Assistant Professor of Military Science	BS in Biology	University of Wisconsin-Madison
First Lieutenant Laura Suttinger	Special Projects Officer	BS in Nursing MS in Occupational Therapy	University of Wisconsin-Madison University of Wisconsin-Madison

DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE, AND AEROSPACE STUDIES

APPENDIX E

Budget Allocations

	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
Student Help	--	--	--	--	--	--	--
Service / Supply	5828	5828	5828	5828	5828	5828	5828
Capital	--	--	--	--	--	--	--
TOTAL	5828	5828	5828	5828	5828	5828	5828
Work Study	2000	2200	2200	2200	2378	2378	2575
Library	700	Note 1	Note 1	1700	1740	1500	1500

Note 1: No Library Allocation due because the library thinking that the Army ROTC was deactivated on campus.

DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE, AND AEROSPACE STUDIES

APPENDIX F / TABLE 2 – AIR FORCE

The Number of students per instructor by individual class section(s)

	96	97	97	98	98	99	99	00	00	01	01
101/102	8	7	2	0	15	8	10	6	6	4	10
201/202	0	0	9	8	1	1	6	4	6	6	8
301/302	3	3	2	2	2	3	3	3	2	1	10
401/402	0	0	3	2	2	2	3	3	3	3	2
L: 461	7	9	12	10	11	11	16	15	15	14	19
IS: 498	0	0	1	0	0	0	0	0	0	0	1
TOTAL	18	19	29	22	31	25	38	31	32	28	50

Code(s): L = Laboratory / IS = Independent Study

DEPARTMENT OF LEADERSHIP, MILITARY SCIENCE, AND AEROSPACE STUDIES

APPENDIX F / TABLE 1 – ARMY ROTC

The Number of students per instructor by individual class section(s)

	95	96	96	97	97	97	98	98	98	99	99	00	00	01	01
MS I / 110	17	30	26	43	44	44	55	44	48	34	50	21	40	21	
/ 120	15	31	29	48	52	57	33	51	26	26	54	24	38	15	
MS II / 210	17	10	11	14	54	43	47	49	49	49	41	44	24	33	
/ 220	11	19	8	22	47	31	55	33	49	49	35	45	31	21	
MS III / 310	5	4	8	7	7	7	5	4	4	3	1	3	3	8	
/ 320															
MS IV / 410	19	12	5	3	14	7	15	6	6	6	4	5	1	6	
/ 420															
L: 111 / 121	4	6	5	7	8	10	8	8	8	8	4	4	4	7	5
211 / 221	14	8	9	10	11	11	10	14	13	13	9	5	7	5	
311 / 321	5	4	8	7	8	7	4	4	3	3	1	2	2	8	
411 / 421	12	12	3	3	9	7	6	6	6	3	4	2	2	2	
MC I: 187	10	6	16	4	18	19	10	20	13	13	9	12	18	14	
	17	11	13	29	8	6	10	12	11	11	11	10	5	11	
MC II: 224	3	4	5	7	10	6	2	4	4	4	7	3	8	5	
	2	3	6	8	5	8	7	16	12	12	5	7	9	2	
IS: 498	1	0	3	1	0	2	0	1	0	0	1	1	0	0	
LN: 330		3		8		25		7	7		4		1		
		4		30		17		9	9		4		10		
						*1									
TOTAL	152	167	155	251	295	319	256	292	234	244	188	206	156		

Code(s): MS = Military Science / L – Military Leadership Labs / MC = Military Conditioning / IS = Independent Study
LN = Land Navigation / *1 = Summer 1998 Advanced Camp